



Robert E Howard Middle

1255 Belleville Road
Orangeburg, South

Grades	6-8 Middle School	
Enrollment	450 Students	
Principal	Dr. Jacqueline Vogt	803-534-5470
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

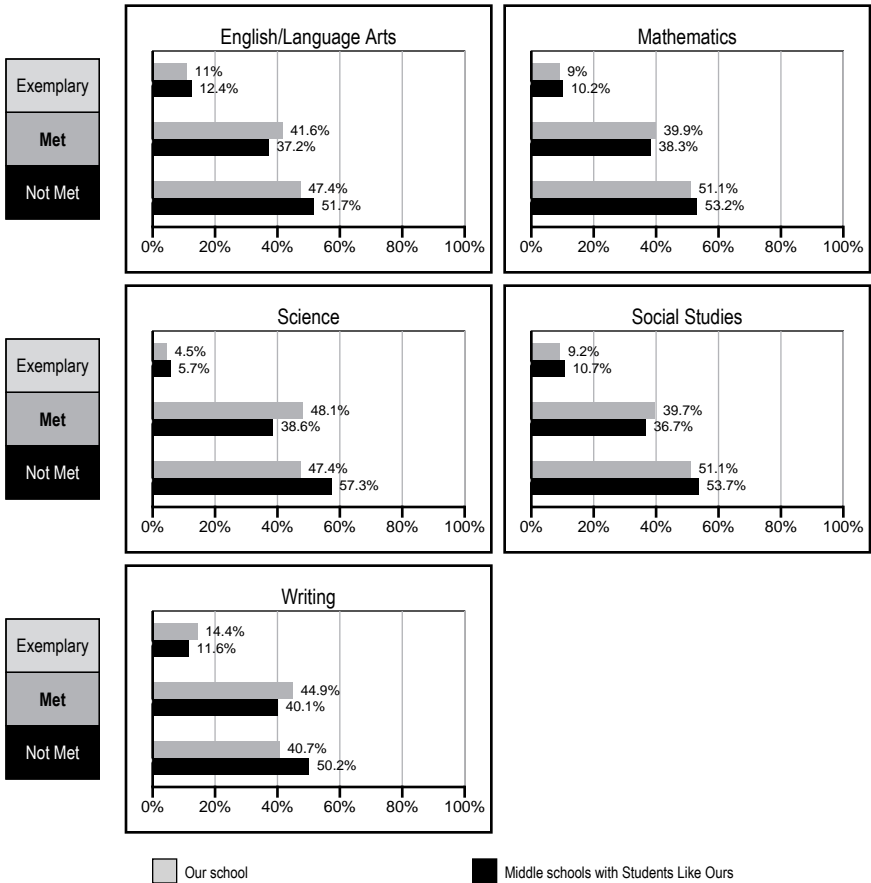
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	36	24

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	87.9%	85.9%
English 1	97.0%	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	92.4%	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=450)				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Up from 4.1%	16.4%	21.6%
Retention rate	0.7%	Down from 9.4%	2.3%	1.2%
Attendance rate	95.2%	Up from 94.2%	95.5%	95.9%
Eligible for gifted and talented	3.7%	Up from 2.2%	4.3%	14.8%
With disabilities other than speech	17.2%	Up from 16.2%	13.7%	12.6%
Older than usual for grade	6.9%	Down from 10.6%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 0.7%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	78.9%	Up from 68.3%	54.7%	56.9%
Continuing contract teachers	76.3%	Up from 65.9%	61.1%	72.7%
Teachers with emergency or provisional certificates	2.7%	Down from 9.1%	15.4%	5.3%
Teachers returning from previous year	83.6%	Up from 82.8%	76.2%	82.9%
Teacher attendance rate	94.1%	Down from 96.0%	94.9%	95.2%
Average teacher salary*	\$50,706	Up 8.2%	\$44,832	\$46,599
Professional development days/teacher	16.8 days	Up from 7.1 days	11.1 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 17.3 to 1	16.6 to 1	20.1 to 1
Prime instructional time	88.3%	Down from 89.0%	89.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	96.5%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$10,252	Up 7.0%	\$10,078	\$7,645
Percent of expenditures for instruction**	63.5%	Down from 67.0%	60.6%	63.4%
Percent of expenditures for teacher salaries**	58.7%	Up from 44.1%	54.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Robert E. Howard Middle School serves 454 students in grades six through eight in the city of Orangeburg. Howard offers a comprehensive program of studies serving academically talented and exceptional services students. Eighth grade students who qualify enroll in high school-level classes, English I and Algebra I. Howard's Algebra I students had a 100% pass rate on the End of Course Exam for the third year. Howard's English I students had a pass rate above 90% for the third year.

Our academic program is enhanced by an excellent media center and two computer labs. This year, we saw increases in the usage of the media center and in the circulation of books. Our media center collection is rated excellent as measured by the state guidelines.

Positive Behavior Intervention and Support (PBIS) has been implemented to ensure that the school climate continues to improve. Behavior expectations were taught and reinforced throughout the school facility and academic year. Significant decreases are evident by the student activity data report. In addition, our student incentive program contributed to fostering a more positive school climate. The incentive program included giving positive referrals, "Caught Being Good" cards, Student-of-the-Month recognition, positive notes and calls to parents, and fun incentive activities for students. We believe that our students are wonderful.

The Guidance Center sponsors a 'mentoring program' through which students were mentored by a number of community and school personnel throughout the school term. Through the "Character Education Lyceum" series, a number of guest speakers and presenters reinforced the "Community of Character" trait of the month. They participated in the GEAR-UP Saturday Academy test preparation sessions. Howard serves the total student.

Several students received certificates for their entries in local and state art competitions. Numerous home arts students won first, second, and third places in the state fair art competition for creative entries. Our school's Robotics Team won first place in the district's robotics competition in the areas of search and rescue and poster board display. We won second place in the areas of interview and dance. Howard's faculty and staff members participated in ongoing professional development throughout the school year to enhance the performance of all educators. Professional development included assistance with classroom assessments, differentiating instruction, classroom management, team-building, and analyzing classroom data.

Mrs. Gwendolyn Brown, School Improvement Council Chairperson
Dr. Jacqueline Vogt, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	105	54
Percent satisfied with learning environment	91.7%	77.9%	72.2%
Percent satisfied with social and physical environment	95.8%	84.5%	63.0%
Percent satisfied with school-home relations	61.7%	85.7%	62.3%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

N

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	455	99.6	47.7	40.9	11.4	67.9	75.6	82.8	Yes	Yes
Gender										
Male	237	99.2	52.1	35.2	12.8	59.8	70.3	79.3	N/A	N/A
Female	218	100	43.1	47	9.9	76.7	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	82.8	89.5	I/S	I/S
African American	444	99.6	47.3	41.3	11.4	68.4	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	87	97.7	85.5	11.8	2.6	34.2	52.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	407	99.8	48.9	40.5	10.6	66.4	73	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	455	99.8	51.7	39.6	8.8	60.9	66.3	78.9	Yes	Yes
Gender										
Male	237	99.6	57.7	34.1	8.2	52.7	62.5	77	N/A	N/A
Female	218	100	45	45.5	9.4	69.8	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	77.3	87.2	I/S	I/S
African American	444	99.8	51.3	39.8	8.9	61	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	87	98.9	85.7	10.4	3.9	19.5	37.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	407	100	52.8	38.8	8.4	59.9	62.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	303	100	47.4	48.1	4.5	52.6	52.6	67.5
Gender								
Male	159	100	49.3	46.1	4.6	50.7	51.1	67
Female	144	100	45.2	50.4	4.4	54.8	54	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	64.7	79.5
African American	297	100	46.6	48.8	4.6	53.4	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	54	100	N/AV	N/AV	N/AV	12	27.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.7	59.6
Socio-Economic Status								
Subsided meals	270	100	48.4	47.7	3.9	51.6	47.5	55.1

Social Studies

All Students	305	99.7	50.9	39.6	9.5	49.1	61.2	72.3
Gender								
Male	159	99.4	52.7	37.8	9.5	47.3	59	71.5
Female	146	100	48.9	41.5	9.6	51.1	63.6	73.2
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	74.7	80.7
African American	295	99.7	50.5	39.7	9.7	49.5	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	59	100	78.8	19.2	1.9	21.2	39.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	275	99.6	53.1	38.7	8.2	46.9	56.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	452	99.1	40.5	45	14.5	59.5	61	70.2	95.2	95.8
Gender										
Male	237	98.7	45.9	40.9	13.2	54.1	54	63.2	94.5	95.5
Female	215	99.5	34.7	49.5	15.8	65.3	68.4	77.5	95.8	96.1
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	64.8	79.1	88.3	94.4
African American	440	99.3	40	45.3	14.7	60	60.6	57.6	95.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	40	62.6	94.6	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	85	97.7	N/AV	N/AV	N/AV	24	23.4	26.1	94.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	99.9	95.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.3	61.2	93.7	94.8
Socio-Economic Status										
Subsidized meals	402	99.5	43.1	44.2	12.7	56.9	57.5	58.9	95	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	98.7	40.6	42.7	16.8	59.4
	7	155	100	56.8	35.8	7.4	43.2
	8	141	100	45.4	44.6	10	54.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	99.4	42.4	43.1	14.6	57.6
	7	155	100	61.5	34.5	4.1	38.5
	8	141	100	50.8	41.5	7.7	49.2
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	46.6	50.7	2.7	53.4
	7	154	100	45.9	48.6	5.4	54.1
	8	69	100	51.5	43.9	4.5	48.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	79	98.7	28.2	57.7	14.1	71.8
	7	154	100	64.9	26.4	8.8	35.1
	8	72	100	43.8	50	6.3	56.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	157	98.7	41	41	18.1	59
	7	153	100	46.6	41.2	12.2	53.4
	8	142	98.6	33.1	53.8	13.1	66.9

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